

PROPOSED PLANS FOR DEVELOPING CURRICULA
FOR TRAINING TEACHERS OF VOCATIONAL
AGRICULTURE IN ISRAEL

BY

KHAIME RISKIN

B.S., University of California, 1949
Ed.M., University of California, 1950
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AN ABSTRACT OF A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION
IN THE GRADUATE COLLEGE OF THE
UNIVERSITY OF ILLINOIS, 1952

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To My Mother

Whose personal sacrifices
made possible my studies
in the United States.

PREFATORY NOTE

This work is a culmination of nearly six years of study in the field of agricultural education in the United States. Teacher education in vocational agriculture is considered the most crucial problem in our present program of agricultural education in Israel.

Since this is the first report (to the writer's best knowledge) in English of teacher training in vocational agriculture in Israel, the writer had to use a variety of resources in the Hebrew language. He has translated parts of the different Hebrew sources for use in the body of the study. The writer assumes full responsibilities for these free translations.

The writer is greatly indebted to many people for their kind assistance. He wishes to acknowledge his appreciation to the educational authorities in the U.S.A. and in Israel who served as members of his Jury, to the different people he interviewed during his case studies, to Mr. Abbot Rosen, director of the B'nai B'rith Anti-Defamation League in Chicago, and other members of B'nai B'rith, to his cousins Mr. and Mrs. Sam Gutlin of Los Angeles, California, to his dear friend Rabbi Samuel H. Berkowitz, Director of the B'nai B'rith Hillel Foundation at the University of Illinois, to Dr. Y. L. Lowe, Agricultural Attaché to the Embassy of Israel in Washington, D. C., to his friends in the Embassy of Israel in Washington, D. C., Consulate of Israel in New York, Jewish National Fund, New York, Keren Hayisod, New York, for allowing him to use their files in gathering information for this study, to his sisters, Chana and Ella, in Israel, and to his other numerous friends who in one way or another helped in this study.

The writer feels that special acknowledgments are due to his adviser, Professor G. P. Deyoe, and to the other members of his thesis committee: Professor H. M. Hamlin, Professor R. H. Simpson, Professor E. H. Reeder and Professor L. J. Phipps, for the special attention they gave to this study, and for their generous assistance and guidance.

PROPOSED PLANS FOR DEVELOPING CURRICULA FOR TRAINING TEACHERS OF VOCATIONAL AGRICULTURE IN ISRAEL

THE PROBLEM

This study is an attempt by the writer to set forth some guiding principles to help him and other persons in Israel in establishing future curricula for teacher education in agriculture. With the introduction of agriculture in every elementary school and with the evergrowing number of elementary, secondary and agricultural schools, Israel faces a critical shortage in teachers of agriculture. There is not yet an institution in Israel that trains teachers of agriculture, and there is a vital need for establishing curricula for the future training of teachers of agriculture. The shortage of teachers of agriculture is felt most in the settlements of the newcomers, who are in dire need for vocational training. However, there is also a vital need for teachers for the young and adult farmers in established communities.

METHODS OF STUDY

In studying this problem, the writer used the following procedures:

- (I) A thorough review of the pertinent literature in the field of teacher education in general, paying close attention to the literature pertaining to teacher education in vocational agriculture.
- (II) A thorough review of pertinent research studies dealing with teacher education in agriculture and in other fields.
- (III) Case studies of teacher-education programs in a chosen sample of institutions where teachers of vocational agriculture are trained. The following institutions were chosen for the case studies:

- (1) Pennsylvania State College
- (2) Ohio State University
- (3) Michigan State College
- (4) University of Florida
- (5) University of Georgia

These institutions were chosen because of their reputations in training teachers of agriculture, and also, in the case of the last two because of the similarity in climate and soil conditions to those of Israel.

Besides the above institutions, the writer studied the programs in the:

- (1) University of California
- (2) University of Illinois
- (3) University of Massachusetts
- (4) University of Tennessee
- (5) North Carolina State College
- (6) University of Connecticut

In these case studies, the writer covered the following phases of the training programs:

- (A) Recruiting, selection and guidance of trainees
- (B) The pre-service training curriculum:
 - (1) Courses in general education
 - (2) Courses in technical agriculture
 - (3) Courses in professional education
 - (4) Farm experience of trainees
 - (5) Extra-class activities related to the teaching of vocational agriculture.
- (C) The student-teaching program, including the selection and use of training centers
- (D) The facilities of the training institution
- (E) Placement of teachers
- (F) In-service teacher education in agriculture
- (G) Developing teaching aids

- (H) Research in teacher education in agriculture
- (I) Administration of the teacher-training program in agriculture
- (J) Evaluating outcomes in teacher education in agriculture
- (K) Follow-up of beginning teachers in vocational agriculture

In visiting the institutions selected as case studies the writer interviewed the following people in each institution:

- (1) The state and/or a regional supervisor of agricultural education
- (2) A teacher trainer
- (3) A supervising teacher
- (4) A superintendent and/or a principal of one of the schools used as training centers
- (5) An instructor in the training institution who was participating in training teachers of vocational agriculture
- (6) The dean of either the College of Agriculture and/or the College of Education in the training institution
- (7) Undergraduate or graduate trainees and/or a beginning teacher
- (8) A high school student and/or a young or an adult farmer in one of the communities used as a training center.

(IV) After reviewing the literature, and upon the information obtained from his case-studies and through private conversations with authorities in agricultural education, the writer developed a preliminary list of "Guiding Principles" for future curricula of teacher education in vocational agriculture in Israel. These guiding principles were grouped under the following headings:

- (1) Recruiting, selection and guidance of trainees
- (2) The pre-service training curriculum

- (3) The student-teaching program
- (4) The facilities of the training institution
- (5) The placement of teachers
- (6) In-service teacher education
- (7) Research
- (8) Administration.

(V) The writer's adviser and thesis committee agreed that this list should be presented for consideration to a Jury of Experts composed of twenty-two leading authorities in the fields of teacher training in agriculture and in other fields. With the advice of and in accordance with the judgment of his adviser and the other members of his thesis committee, the writer chose this Jury.

(VI) The preliminary list of the "Guiding Principles" was submitted to the Jury members, and changes were introduced upon the basis of their criticism and suggestions. In revising the list of principles, the writer made an effort to meet the criticism and to incorporate the suggestions of the members of his Jury.

GENERAL CONCLUSIONS

(1) Over five years have elapsed since the writer left his home in Israel. These years were of major importance to the Jewish nation — a new State was born. Pertinent changes took place in the fields of education, agriculture and agricultural education. Under these conditions, the writer feels that it would be impossible and unwise for him to blueprint for Israel any teacher-training curriculum in vocational agriculture.

(2) The writer believes that, under these conditions, he could best serve the agricultural education system in Israel by preparing a list of "Guiding Principles" that will suggest the general direction to be followed in the future preparing of a curriculum for training teachers of vocational agriculture in Israel.

(3) The writer is convinced that his present study is in

reality an introduction to needed future studies in the field of teacher training in vocational agriculture in Israel.

GUIDING PRINCIPLES

After describing the present conditions in Israel (that have a bearing on future programs of teacher-education in agriculture), the writer revised and substantiated the following guiding principles:

SECTION I RECRUITING, SELECTION AND GUIDANCE OF TRAINEES

(1) In planning programs of recruiting, selection and guidance of trainees, the supply of and the demand for teachers in the State should be kept in mind.

(2) The program of selecting future trainees should be a continuous one, starting with the selective admission of the trainee and extending throughout his pre-service curriculum. In this selection program, consideration should be given to as many factors as possible, and a system of individual cumulative records of prospective trainees should be provided. Trainees should also be provided with a guidance program that will serve them throughout their college career and extend to their placement and follow-up periods.

(3) In recruiting prospective trainees, the assistance of teachers of agriculture in the public schools, principals or superintendents of the schools, supervisors of agricultural education, leaders of youth groups and clubs, and others who are in positions to give pertinent information should be used.

(4) Trainees should be provided, as early as possible in their professional preparation, with experiences with individuals and groups of young people and adults through observations, interviews, visits to classrooms and homes and direct work with groups in agricultural clubs, Boy and Girl Scouts.

(5) There should be some definite arrangement for directing the attention of trainees to the personal, professional, and ethical qualifications needed for teachers of vocational agri-

culture, as well as for other teachers, through a course or otherwise.

(6) The importance of agricultural education to the welfare of a young nation and undeveloped country demands that the capable youth be attracted to the profession, and that they should be provided with economic security.

(7) Trainees who are unfit should be discovered and eliminated as soon as possible in the training program and be oriented to other fields of study and work.

SECTION II THE PRE-SERVICE TRAINING CURRICULUM

(1) The courses in general education, technical agriculture and professional education should be distributed throughout the four or five years of training. (The criteria for this distribution should be the needs and interests of the trainees, their ability to master the subject matter and the sequential content of the subject matter.)

(2) Special "tailor-made" courses, in the areas of technical agriculture and general education, should be offered to agricultural trainees, whenever special advantages are to be gained which outweigh the disadvantages of segregated classes. (The differences between the regular courses offered to all the students and the "tailor-made" ones should be in their "content and professional treatment" and not in the scholastic value attached.

(3) The program for the education of teachers of agriculture, as well as teachers of other subjects, should be based upon their duties and functions in the teaching profession, and upon their needs as individuals and citizens.

(4) The training in technical agriculture should provide the prospective teachers with a working knowledge and an operative ability in all the fields of agriculture with which they will be expected to deal as teachers of agriculture. A trainee may specialize more in one or another field when conditions require, but he should not become a specialist in

any one field.

(5) The methods of teaching, the teacher-student planning and evaluation of courses, the self-evaluation done by the student, the extra-class activities, and all other contacts between students, teachers and other students should be considered as essential aspects of the curriculum.

(6) Guidance should be given to the trainee in choosing his elective courses. Electives should be used to round out the student's personal and farming background, in order that he will be better prepared to meet his future needs.

(7) The program of teacher education should help future teachers in developing an orientation to the controversial problems (political, social, educational, and economic) in the country and throughout the world.

(8) The program of professional education for teachers should provide a sound foundation in the social and the psychological aspects of the educational system. Such a foundation is a vital necessity for prospective teachers in comprehending their various duties (teaching, personal relations, professional and social contacts, and non-teaching activities in school and out).

(9) Because of social, political, and economic factors, those planning the pre-service as well as the in-service curricula should consider that teachers of agriculture will be working in any one of four types of schools or situations:

(a) Cities; (b) communal settlements; (c) other types of rural settlements; and (d) Arabic and other non-Jewish schools

(10) Teachers should be trained to serve the whole community (youth and adults) in their agricultural needs. (Since such a program will require all or most of the time of the teacher of vocational agriculture, he should be trained mostly in agriculture.)

(11) Special attention should be given in the program to

developing the ability of the trainees to talk fluently and distinctly and to the correction of their speech defects.

SECTION III THE STUDENT-TEACHING PROGRAM

(1) Training centers for student teachers should be selected cooperatively by teacher-education and supervisory staffs. The program of vocational agriculture in the training center should be effective and an integral part of a good system. This program should represent the type of program that should be promoted throughout the State.

(2) Candidates for student teaching should be introduced to student teaching early in their professional preparation. (The prospective teachers should be offered two periods of student teaching: the first during the junior year and the second during the senior or fifth year. They should also be provided with participating experiences in chosen schools before the student-teaching period.)

(3) The program of student teaching should provide trainees with ample opportunities to participate in extra-class activities of the teacher of agriculture in the school and community. Throughout the period of student teaching, the student teacher should live in the community in which the training center is located.

(4) The student teacher should be aware of the fact that his training department is better than the typical department of vocational agriculture. As a future teacher, he should learn to adapt rather than to adopt his participatory experiences in the training center.

(5) Student teachers should be familiarized with teaching in all the grades and age levels in which vocational agriculture is offered.

(6) Not more than two student teachers should be assigned to one center at one time, in order to insure sufficient and efficient supervision by both the supervising teacher and the teacher-trainer.

(7) Special attention should be paid to a careful selection of the student teacher's participatory experiences. (Even the most extended and well planned program will not provide the trainees with *all* the participatory experiences in all activities conducted by a department of vocational agriculture the year round.)

(8) A training center should have as complete a program as possible in agriculture. It should provide student teachers with training experiences in (a) all-day classes; (b) young-farmer classes, and/or clubs; (c) adult-farmer classes; and (d) non-vocational classes in agriculture.

(9) The student-teaching program should be coordinated with the methods course(s). Hence the methods course(s) should start before the student-teaching period, continue throughout this period, and conclude after the trainees finish their student-teaching period.

(10) The supervising teacher should be well trained and competent. He should possess the necessary abilities to inspire his students and associates, and to command their respect.

(11) Special compensation should be provided for the supervising teachers and the schools that serve as training centers.

(12) The evaluation of the student-teacher's work should be done cooperatively by the student teacher, the supervising teacher, and the teacher trainer. (In this process the student teacher should become increasingly able to evaluate his own progress.)

(13) Student teachers should be considered as faculty members in the training centers, and should participate in the total school program.

(14) The selection of the training center for any particular trainee should be based primarily upon the present and future needs of that trainee.

SECTION IV THE FACILITIES OF THE TRAINING INSTITUTION

(1) The institution(s) for training teachers of agriculture should be well equipped in staff, laboratories, library facilities (for technical agriculture and professional education), audio-visual aids, farm machinery, farm animals, and other facilities needed for teacher preparation in general and for agricultural trainees in particular.

(2) A laboratory school that includes a department of vocational agriculture should be on the campus or in the vicinity. This school should serve primarily for observation, demonstration, and experimentation.

(3) The training institution should have special workroom(s) in which the trainees may study, and have professional, social, and recreational activities through which they may gain leadership experiences. (The workroom(s) should be so equipped as to acquaint trainees with the materials, equipment, and facilities of departments of vocational agriculture in the public schools.)

SECTION V PLACEMENT OF TEACHERS

(1) Every graduate should go through a period of probation of two or more years before he is fully certificated by the state department of education to teach agriculture.

(2) The teacher-training institution should work closely with the state department of education in placing recent graduates and other teachers of agriculture and of other subjects. This institution should maintain a central placement bureau to serve its graduates. This bureau should have a cumulative personal record of each trainee (including follow-up and in-service reports), and records and evaluations by teacher-training staff.

SECTION VI IN-SERVICE TEACHER EDUCATION

(1) The program of in-service teacher education in agri-

culture should be the joint responsibility of the teacher trainers and supervisors with the help of all concerned. This program may be provided through an extra-mural graduate program and/or a regular graduate program on the campus, during the summers and/or throughout the year, and through a program of short, intensive courses in technical agriculture and professional education, offered on the campus or at other convenient places.

(2) Summer sessions or short seminars should serve as part of the in-service program and not as a substitute for a pre-service training program. The objective of such sessions should be the in-service improvement of agricultural teachers.

(3) Teacher trainers should have a cooperative arrangement with the state supervisor(s) to visit teachers of vocational agriculture and assist them with their problems.

(4) A systematic "follow-up" program should be provided for the beginning teachers by the teacher trainers and/or by the former supervising teachers of these beginning teachers. (State supervisor(s) of agricultural education should cooperate in this "follow-up" program.)

(5) The in-service program should include personal visits, professional conferences and conventions and provide published and mimeographed material in technical agriculture and in professional education.

(6) The training institution should cooperate with the supervisory staff, farm organizations, agricultural manufacturing companies, and other agencies in collecting, preparing, and disseminating teaching aids to the different schools.

(7) The teachers of vocational agriculture should develop their own organization that will assist them in improving themselves professionally.

SECTION VII RESEARCH

(1) In order to improve the program of agricultural

education in the State, the training institution(s) should develop a long-range, well-planned program of research.

(2) Teacher-trainers, supervisors, teachers of vocational agriculture, and graduate students should help plan and participate in the research program.

(3) Facilities should be arranged for the publication and dissemination of the findings of the research.

SECTION VIII ADMINISTRATION

(1) Teacher education in agriculture should be an integral part of the State program of agricultural education. The State Department of Education should cooperate with the training institution(s) in the administration and functions of this program, but not control it.

(2) Teacher education in agriculture should be an integral part of the total program of teacher education in the training institution and should also be a part of the total program of higher education in agriculture in the institution.

VITA

Khaime Riskin was born on June 18, 1919, in Leningrad, Russia. His family moved to Israel in 1924 and settled in Tel-Aviv.

He graduated from the Hebrew Gymnasium "Harzelia" in Tel-Aviv in 1938, and from the Mikveh-Israel Agricultural School in 1939.

He served as an agricultural teacher at the "Herzelia" Gymnasium during 1940 and 1941, and during 1942-1946 as an assistant to the State Supervisor of Agricultural Education in the Jewish Department of Education (now the Department of Education of the State of Israel).

In August, 1946, he came to the United States to study Agricultural Education at the University of California, Davis, California. In February, 1949, he received the B.S. degree, with highest honors, and in February, 1950, the Ed.M. degree. Both degrees were in the field of Agricultural Education, from the University of California.

During the Fall Semester of 1949-50, he served as a student teacher (cadet teacher) in the vocational agriculture department of Modesto High School at Modesto, California. Upon the completion of his student-teaching period, he was granted the equivalent of the special secondary credential in vocational agriculture and the general secondary teaching credential in California. (The credentials were not granted to him because he is not a citizen of the United States.)

In February, 1950, he entered the University of Illinois for graduate work in Agricultural Education in the College of Education. In June, 1951, he received the Ed.M. degree from the University of Illinois. He held a University Scholarship for Foreign Students during the Summer of 1950 and the Fall Semester of 1950-51, and a University Fellowship during the Spring Semester of 1951 and the Fall Semester of 1951-52.

He is a member of Phi Delta Kappa and Kappa Delta Pi.

